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AUTHOR Barr, John; And Others
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ABSTRACT

This report represents efforts by the secondary education team at Indiana University Northwest to reorganize its secondary teacher education program. The new program evolved from the professional roles that the team envisioned for its graduates and the behavioral competencies needed to fulfill these roles. A model was designed to characterize the eight primary roles performed by an effective secondary education teacher. In the reorganized program, the secondary teacher is viewed as: (1) an instructional programmer; (2) a manager; (3) a diagnostician; (4) a decision-maker; (5) an expert on human relations; (6) an evaluator; (7) an exemplar; and (8) a professional. The new program is devoted to the acquisition of teaching skills that can be viewed as the "know how to" objectives of teaching, focusing on practice rather than theory. Teaching skills are identified and explained either as instructional skills or managerial skills. General understandings of education necessary for effective teaching are identified covering eleven broad areas: philosophy, history, sources of information; organization; legal aspects; administration; secondary school teacher function and role; secondary school student characteristics; secondary school curriculum and extracurriculum; role and function of guidance; and accrediting agencies and their impact. Specific understandings restated general understandings and listed specific areas of study with performance objectives. Other areas covered in the reorganized program included: attitudes; content vs. courses; use of faculty resources; field experiences; program evaluation; and professional experience. (MM)

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## TEACHER EDUCATION FORUM

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UNDERGRADUATE SECONDARY EDUCATION

REPORT

JOHN BAN
D. SHELBY BRIGHTWELL
JOHN BURSON
LEWIS CIMINILLO
PEGGY ELLIOTT
GOLAM MANNAN
JOHN SOUDAH
LESLIE STEINKELLNER

*division of teacher education*
*331 education building*
*indiana university*
*bloomington, indiana 47401*

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## INTRODUCTION

This report represents efforts by the secondary education team to reorganize the secondary teacher education program at Indiana University Northwest. It is the product of considerable discussion and countless hours of friendly argument. The team proceeded down a path heavily crowded, some would say well worn, for many institutions of teacher education are searching for ways to ensure high quality graduates and to meet the demands for accountability in teacher preparation.

Recommendations in this report pertain only to the undergraduate secondary teacher education program at Indiana University Northwest. These recommendations do call for modest, yet needed changes in program focus and content; they do not call for additional resources for their initial implementation. Rather, an appeal will be made for different or innovative uses of present resources. The secondary education team strongly urges that these recommendations be accepted since they have the potential to improve substantially the preparation of secondary education students. The team further urges that these recommendations be implemented in the fall semester, 1974-75 school year.

The program described here is in keeping with the thrust of the Division of Education at Indiana University Northwest and its mission as defined in the Division's preliminary NCATE report. The proposed program will be defined as a competency-based teacher program. But it must be emphasized that this terminology has been complicated by the confusion over definition. Our definition of competency-based teacher education is that it is a teacher education program that meets four criteria: 1) it has established objectives consistent with the philosophy and professional role delineated by the teacher trainer (criterion of consistency); 2) it has identified teacher behaviors or competencies expected of its graduates (criterion of identification of competencies); 3) it has provided opportunities or experiences through which teacher candidates may master specified competencies (criterion of training); 4) it has developed the means for assessing the attainment and demonstration of these competencies (criteria of assessment and verification). In sum, our competency-based teacher education program for secondary students endeavors to make teacher training more systematic, to more closely articulate, as well as to better ensure mastery of, the objectives, behaviors and skills necessary for a secondary teacher to do an effective job of teaching youngsters.

While the secondary education program will be distinguished as competency-based, the means to achieve the objectives of the program will be left to the discretion of the individual professor. He will determine which instructional strategies or learning arrangements should be employed to

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JOHN BAN, D. SHELBY BRIGHTWELL, LEWIS CIMINILLO, and GOLAM MANNAN are *associate professors of education;* JOHN SOUDAH and LESLIE STEINKELLNER are *assistant professors of education;* PEGGY ELLIOTT is *lecturer in education;* JOHN BURSON is *student adviser for the Division of Education,* all at Indiana University Northwest, Gary, Indiana.

achieve specified objectives within the program, so it is conceivable that some professors will utilize individualized instruction, learning modules or independent study. On the other hand, other professors might rely on group work, lecture or non-modularized learning.

The commitment of the Division of Education at Indiana University Northwest is to develop professional educators. Its conception of a professional educator embraces the below characteristics:*

1. one who has broad knowledge of the arts, sciences and humanities

2. one who has an in-depth knowledge of educational theory

3. one who is able to integrate the knowledge of theory with the reality of teaching through the practice of appropriate problem solving or instructional strategies

4. one who exhibits a warm, friendly, flexible personality and is able to relate effectively with children and also with his colleagues

5. one who is able to function in various types of classroom settings which may require the assumption of various roles

6. one who is capable of and willing to practice self-assessment and believes that the term *professional* carries with it a commitment to continuous growth

## Roles of a Secondary Teacher

The secondary education team agrees that its program should grow out of a conceptualization of secondary teacher roles. Moreover, the nature of these roles would dictate the specific kinds of skills, understandings and attitudes that students in a secondary education program should seek to master. The undergraduate secondary education program presented in this paper, therefore, evolved from the professional roles that the team envisioned for its graduates and the behavioral competencies that they are expected to develop in order for them to discharge these roles. In keeping with this notion, an octagon model was designed to characterize the eight primary roles, broadly constructed, that a secondary teacher has to perform to function effectively (see diagram 1). The secondary teacher is viewed as:

1. an instructional programmer - skilled in designing lessons, writing objectives, developing modules, preparing tests, planning for instruction.

*These characteristics have been presented in A Preliminary NCATE Report prepared by the Division of Education at Indiana University Northwest in April, 1973, p. 44.

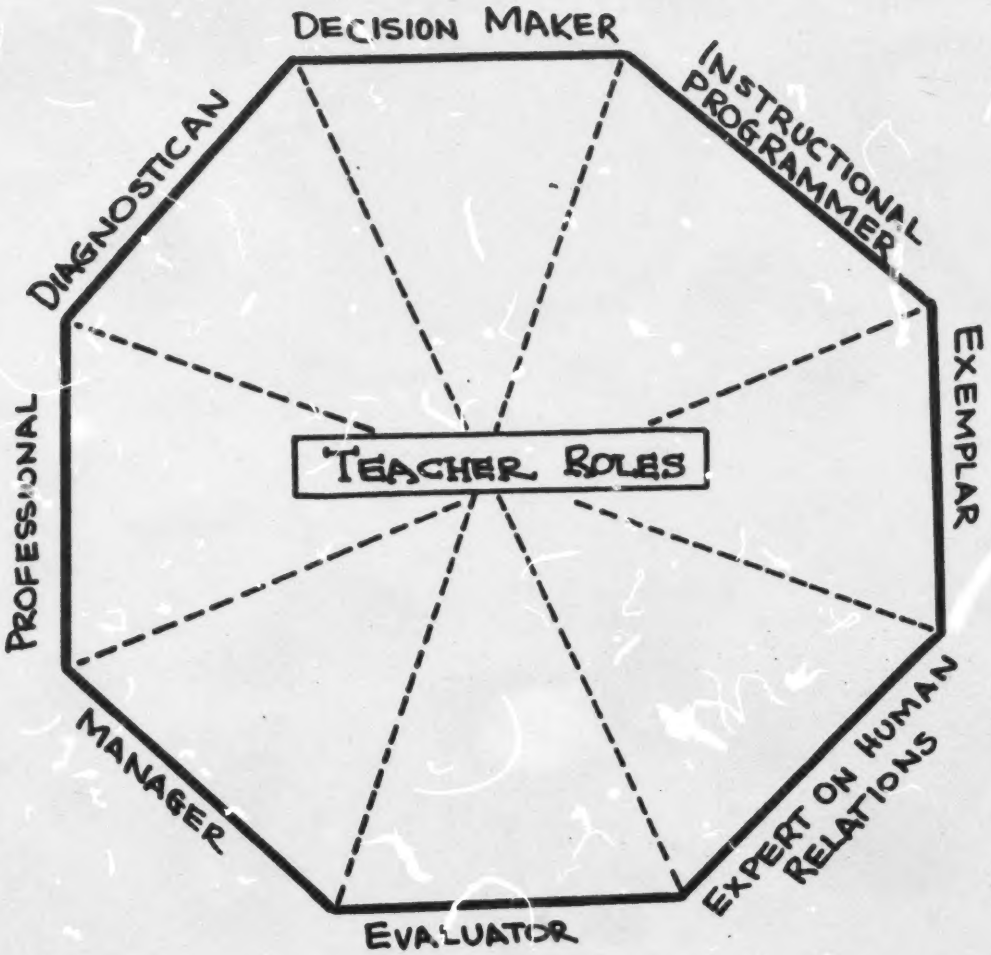


DIAGRAM-I

THE ROLES OF A SECONDARY TEACHER

2. a manager - skilled in managing a classroom, resolving problems, guiding and directing student experiences.

3. a diagnostician - skilled in diagnosing learning problems, prescribing solutions; knowledgeable about remediation techniques and resources for redirection or referral.

4. a decision-maker - skilled in making decisions regarding learning, curriculum, change, professional growth.

5. an expert on human relations - skilled in establishing climate for learning, getting along with youngsters and colleagues; knowledgeable about and sensitive to problems inherent in human relationships; knowledgeable about communicating with parents and community.

6. an evaluator - skilled in developing and using evaluative instruments; knowledgeable about testing, measuring and formative and summative evaluation.

7. an exemplar - skilled in modeling behavior; knowledgeable about teacher influence on the learning process and the impact of teacher behavior on youngsters.

8. a *professional* - knowledgeable about the intricacies of public education; understanding of curriculum, school organization, finances, teacher organizations, the community, etc.

The secondary education team agrees that these roles represent those necessary for a secondary teacher to perform capably in the public schools. These roles took shape from attempts to answer the question of which behaviors constitute good teaching. Not only has this question been broadly examined since the time students sat at the feet of Socrates, but it has also been analyzed more systematically since Joseph Mayer Rice initiated in 1895 what can be construed as the first scientific study of teaching characteristics. The credibility, indeed the reputation, of schools of teacher education depends on the caliber of teachers they turn out. The true test of the effectiveness of the trainer is measured by the demonstrated competence of the trainees. If teachers find themselves inadequately prepared to perform the many and infinitely complex chores associated with teaching, the blame is normally dropped on their trainers. Determining whether a student is equipped to teach has always been a difficult task principally because vague criteria were applied in ascertaining fitness to teach. Such broad criteria as grades earned, courses taken or recommendations received, did not assure mastery of specific skills needed for effective teaching.

## New Program

Traditional teacher education for secondary students at universities throughout the country follows a familiar pattern. Secondary students

work their way through a sequence of courses in educational foundations, educational psychology, teaching methods and student teaching. Sweeping examination of the major conventions of teacher education has disclosed that terminal behaviors lacked specificity, that practical experience in the public schools is seriously limited, and that student contact with professors is either irregular or non-existent.

At Indiana University Northwest, the present secondary education undergraduate program swings on four hinges: 1) F100/P280, pre-teacher education; 2) methods; 3) S485, Principles of Secondary Education; and 4) student teaching. Identified as weaknesses in this program were: rigid compartmentization, lack of a general methods component, emphasis on understandings at the expense of skills, paucity of field experiences, inadequate counseling, lack of on-going personal contact with students, ineffective sequencing of course work, inadequate articulation within the program, little specification of exit criteria, and insufficient evaluation and follow-up.

The new program proposed by the secondary education team strives to remedy these present program weaknesses. It will possess these characteristics:

1. A greater portion of secondary teacher education will be spent in developing teaching skills since these are considered most vital to effective teaching. These skills have been identified and will be given top priority within the program which includes understandings and attitudes as well.

2. Students will be assigned a faculty-counselor who will follow them through their program from start to finish. The faculty-counselor will function as friend, confidant and supervisor, directing students and helping them. This is an attempt to humanize the program and place faculty-student contact on a personal and continuous basis.

3. Efforts to develop skills in testing, evaluating and teaching reading will receive special attention. Six additional credit hours, to include P443 and M462, will be made a requirement for graduation for all incoming secondary education students. Those students already in the program will be counseled to take these six hours.

4. General methods will be expanded by including them as an important part of several secondary education classes. Greater amount of preparation in general methods will be in addition to, and not at the expense of, special methods in a specific teaching area. This enlarged general methods requirement will provide students with more opportunity to develop much needed skills in teacher methodology which cut across disciplines.

5. Field experience will become an on-going process of secondary teacher preparation, from the sophomore year to the student teaching experience. Teacher candidates will be placed in different kinds of schools (urban, inner city, suburban) and

at different levels (middle school, junior high, senior high) every semester that they take education courses. Secondary Field Experience Centers will be identified and used as sites for student field experience. The secondary education faculty will be responsible for supervising the field experiences of its students.

6. Teaching methods and student teaching will be sequenced next to each other. Or, the methods block will immediately precede student teaching. The juxtaposition of these two forms of experience makes it easier for the application of theory to practice.

7. Faculty resources will be utilized in a flexible manner. Team teaching will be practiced in certain subject areas while specialized skills of faculty will be employed throughout the program. There will be a secondary teacher education team that will determine in conjunction with the Divisional Chairman, the full time equivalent of its faculty and how to use faculty talent within the program.

8. Increased instructional variety and learning arrangements will pervade the secondary teacher program. Independent study, individualized instruction, group learning, seminar learning and lectures will be woven into the program, providing needed alternative modes of learning for secondary education students.

Of immediate concern to the secondary education team was proper balance in teacher training. It recognized the need to formulate and specify behavioral characteristics for teacher candidates at every juncture of the secondary teacher program. It was agreed that effective teaching in the secondary schools is directly related to the three categories of 1) teaching skills, 2) essential understandings, 3) basic attitudes. As such, the secondary teacher candidate should be expected to demonstrate proficiency in these three categories as evidence of competence to teach. Diagram II shows the interrelationship of these categories in terms of their behavioral content within the proposed undergraduate secondary teacher program. Attitudes constitute necessary pre-conditions for a profession. They form the widest base of content on which both understandings and teaching skills rest. Firmly rooted in the attitude base are understandings about secondary education which, in turn, become the base for teaching skills. These understandings will constitute a large share of content in teacher preparation for secondary education students. The major emphasis, indeed the greatest portion of content, of their training will be devoted to the acquisition of teaching skills which can be viewed as the "know how to" objectives of teaching. This focus is in keeping with the notion that professional preparation should rely most heavily on skills having a direct bearing on practice rather than theory.

## TEACHING SKILLS

The general category of teaching skills encompasses the two specific skills of classroom instruction and classroom management. Instructional

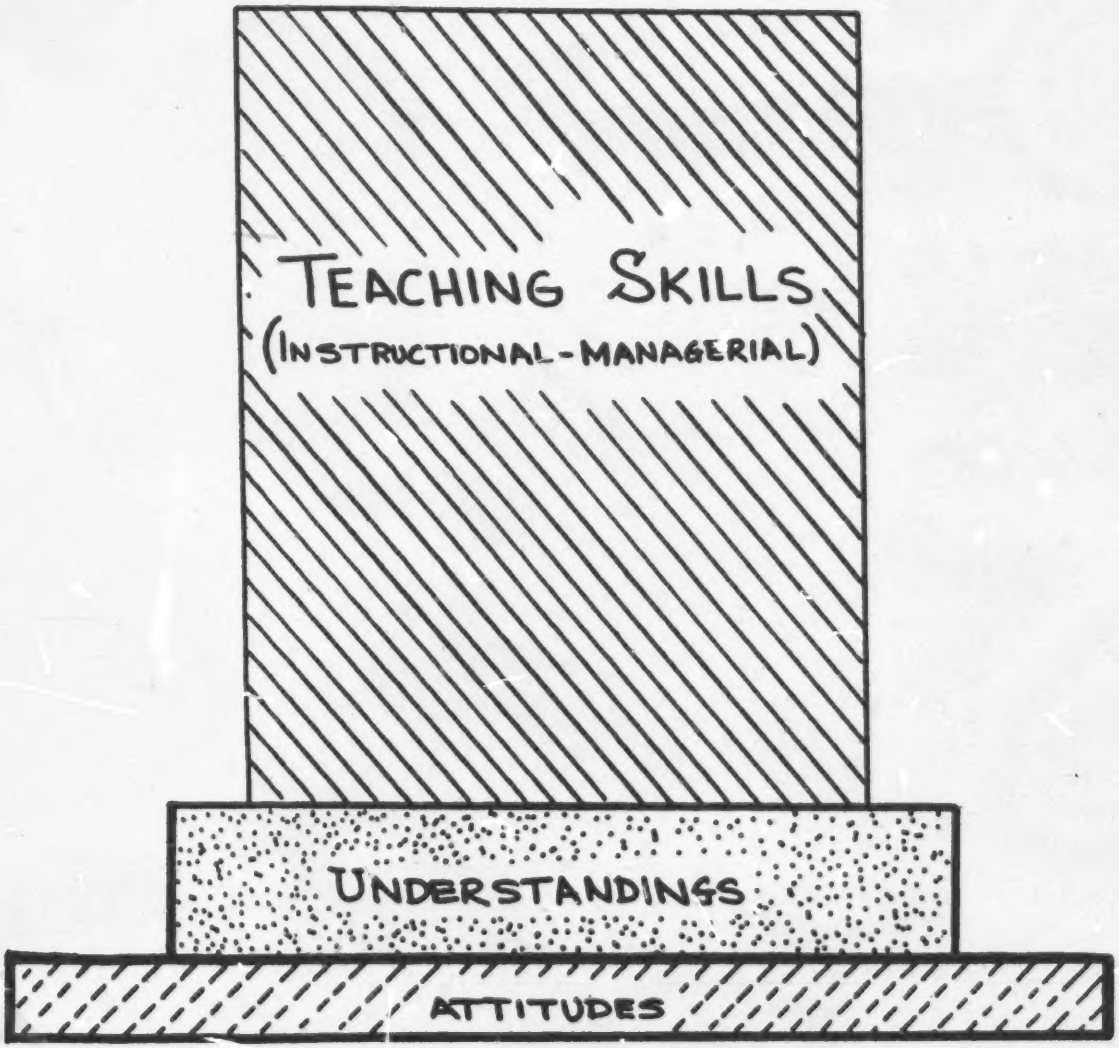


DIAGRAM II

TRAINING MODEL FOR BEHAVIORAL CONTENT
IN THE SECONDARY EDUCATION
UNDERGRADUATE PROGRAM

skills refer to those skills that are deemed necessary in planning, directing and supervising student learning in the classroom. These skills are considered essential to effective teaching. They are principally the "people-oriented" activity in which a teacher engages.

Managerial skills, though interrelated with instructional skills, refer to those skills that enable a teacher to handle the routine chores associated with orderly classroom management. These are the "things-oriented" activity of a teacher.

A more detailed itemization of teaching skills is presented below. These skills will be stressed in the undergraduate secondary education program.

## Instructional Skills

I. SKILLS IN COMMUNICATIONS

A. Correct writing which displays:
1. Correct punctuation
2. Correct spelling
3. Correct word usage
4. Correct sentence structure
5. Correct paragraph development

B. Correct speaking which displays:
1. Grammatical correctness (i.e., no confusion of those and them)
2. Vocabulary exactness (i.e., no confusion of compare and contrast)

C. Intelligent listening which displays:
1. Ability to recognize facts
2. Ability to recognize and distinguish between minor and major points
3. Ability to recognize propaganda and other distortions

II. SKILLS IN DEVELOPMENT OF CURRICULAR MATERIALS

A. Taxonomies
1. Cognitive
2. Affective
3. Psychomotor

B. Writing goals statements
1. General objectives
2. Specific objectives (behavioral)
3. Specific objectives and domains

C. Planning and writing learning modules
1. General objectives (concept, rationale, topic, etc.)
2. Specific objectives
3. Alternative learning references
4. Optional learning activities
5. Measurement/Evaluation procedures (tests, checklists, ratings, oral examinations, etc.)

D. Developing individualized instructional materials
   1. Materials individualized as to *methods*
   2. Materials individualized as to *content*

III. SKILLS IN INSTRUCTIONAL STRATEGIES

A. Identification of appropriate structure for teaching particular materials or concepts as:
   1. Individualized
   2. Small group
   3. Large group

B. Motivational techniques

C. Questioning

D. Presentation

E. Discussion leadership

F. Problem solving

G. Inquiry learning

IV. SKILLS IN DEVELOPING TESTING, MEASUREMENT, AND EVALUATION INSTRUMENTS

A. Theoretical basis for evaluation
   1. Terminology (measurement, formative and summative evaluation, etc.)
   2. Purposes of testing, evaluation

B. Test construction theory (informal tests)
   1. Content validity
   2. Reliability
   3. Objectivity
   4. Appropriateness

C. Principles of test construction (informal tests)
   1. Table of specifications
   2. Instructional objectives and content validity
   3. Construction of objective test items
      a. alternative-response
      b. matching
      c. multiple-choice
      d. recall
      e. essay: restricted, non-restricted
   4. Test directions

D. Development of appraisal (non-measurement) instruments and techniques
   1. Ratings
   2. Checklists
   3. Oral assessments
   4. Anecdotal reports

E. Evaluation of test results
   1. Criterion-referenced evaluation
   2. Norm-referenced evaluation
      a. item-discrimination
      b. internal stability

F. Principles of assigning grades
   1. Purposes
   2. Bases
   3. Models
   4. Problems

G. Interpreting test scores
   1. Central tendency
      a. mean, median, mode
   2. Variability
      a. standard deviation
   3. Interpretation of norms
      a. percentile scores (ranks)
      b. stanines

V. SKILLS IN USE OF TEACHING MATERIALS

A. Use of audio-visual equipment

B. Preparing audio-visual materials

C. Using audio-visual materials

D. Understanding role of media and technology in education

## Managerial Skills

VI. SKILLS IN CONTROLLING THE PHYSICAL CONDITIONS OF THE CLASSROOM TO MAXIMIZE SAFETY, HEALTH AND LEARNING

A. Room ventilation

B. Room temperature

C. Lighting

D. Work space

E. Storage of materials

F. Storage of coats and boots

G. Daily maintenance of custodial care of room for cleanliness

H. Physical attractiveness of room as perceived by the respective pupils

VII. SKILLS IN ORGANIZING AND MAINTAINING WORKABLE ROUTINES FOR SUCH ACTIVITIES AS:

A. Taking attendance

B. Lunch count

C. Collecting money

VIII. SKILLS IN ESTABLISHING AND MAINTAINING ROUTINES APPROPRIATE TO THE PUPIL AGE AND THE SCHOOL FOR PUPILS WHEN ENTERING AND WHEN LEAVING THE ROOM

A. Entering the room
   1. At the beginning of the school day
   2. From other classes
   3. From fire or weather emergencies
   4. From individual absences from the room

B. Leaving the room
   1. At the end of the school day
   2. For other classes
   3. For fire or weather emergencies
   4. For individual absences from the room

IX. SKILLS IN ESTABLISHING AND MAINTAINING APPROPRIATE ROUTINES RELATED TO MOVEMENT WITHIN THE ROOM (or room-equivalent space)

A. For passing *out* of various kinds of teaching materials

B. For passing *in* of various kinds of teaching materials

C. Disposing of waste materials

D. Sharpening pencils

E. Pupil care of animals or plants

X. SKILLS IN UTILIZING THE PUPILS IN THE ORGANIZATION OF THE ABOVE ROUTINES INSOFAR AS THE PUPILS ARE ABLE

XI. SKILLS IN UTILIZING THE PUPILS IN THE MAINTENANCE OF THE ABOVE ROUTINES INSOFAR AS THE PUPILS ARE ABLE

XII. SKILLS IN INFORMING HERSELF/HIMSELF THOROUGHLY ON THE RULES AND POLICIES OF THE SCHOOL CORPORATION AND THE SCHOOL BUILDING ON DISCIPLINE

XIII. SKILLS IN:

A. Identifying her/his personal rules and policies for the classroom and the subjects of study

B. Making known to the pupils her/his personal rules and policies for the classroom and the subjects of study

XIV. SKILLS IN APPLYING HER/HIS RULES AND POLICIES AND THE SCHOOL'S RULES AND POLICIES IN A CONSISTENT AND FAIR MANNER

## UNDERSTANDINGS

Understandings refer to essential knowledge about the secondary schools and instruction which a professional secondary teacher is expected to possess. Understandings can be of two kinds: general understandings - knowledge or comprehension of broad concepts formulated in universal or panoramic terms; specific understandings - knowledge of detailed, precise or more narrowly defined areas of general understandings.

General understandings cover eleven broad areas:

I. Understanding of the philosophy, aims and objectives of secondary education

II. Understanding of the historical development of secondary schools

III. Understanding of the sources of information concerning instruction, the secondary schools and teaching profession

IV. Understanding of the organization of education on the federal, state and local levels

V. Understanding of the legal aspects of education
   a) financing on federal, state, and local levels
   b) law, courts, and legal aspects of teaching

VI. Understanding of the role and function of school administration

VII. Understanding of the role and function of the secondary school teacher

VIII. Understanding of the characteristics of the secondary school student

IX. Understanding of the secondary school curriculum and extra-curriculum

X. Understanding of the role and function of guidance in the secondary school

XI. Understanding of accrediting agencies and their impact on secondary education

### Specific Understanding

What follows is a restatement of the general understandings expected of secondary education students. Under these general understandings are listed specific areas of study around which performance objectives will be written.

I. A. General understandings: Understanding of the philosophy, aims and objectives of secondary education

B. Specific understandings:

1. Pre-20th Century - Significant events
   a. Massachusetts Law, 1642
   b. "Olde Deluder Satan" Law, 1647
   c. Latin Grammar School
   d. The Constitution, 10th amendment and education
   e. Academy
   f. First high school
   g. Horace Mann - Henry Barnard
   h. Morrell Act 1862
   i. U.S. Bureau of Education (1867)
   j. Kalamazoo decision
   k. Committee of Ten - Carnegie unit
   l. Separation of church and state
   m. Secularization of the school
   n. Establishment of free school
   o. Tax supported public schools
   p. Federal government support of education
2. 20th Century
   a. John Dewey
   b. Smith Hughes Act, 1917
   c. Comprehensive high school
   d. Eight year study (1932-40)
   e. James Conant
   f. National Defense Education Act, 1958
   g. Brown vs. U.S. (1954)
   h. ESEA, 1965
   i. Enrollment revolution
   j. Changing high school
   k. Junior high school movement
   l. National needs and vocational education
   m. Pursuit of academic excellence
   n. Improved education opportunity
   o. Curriculum reform movement

III. A. General understandings: Understanding of sources of information concerning instruction, secondary schools, teaching profession

B. Specific understandings:
(Publisher, frequency of publication, nature of information, reading clientele)
1. Education Index
2. Current Index to Journals in Education
3. Education Almanac
4. NEA, research division reports
5. Encyclopedia of Educational Research
6. Journals in one's subject area
7. Journals in each of the educational divisions listed below
   a. Administration
   b. Supervision
   c. Curriculum
   d. Instruction
   e. Educational research
   f. Urban education
   g. Minority group education
   h. Teacher organization/union
   i. Education, in general

8. *Book Review Digest*
9. Importance of participation in professional organizations
   a. subject area organization
   b. local, state, national service organizations
10. ERIC (ERIC Information Retrieval Center)
11. NIE

IV. A. General understandings: Organization of education on the federal, state and local levels

B. Specific understandings:

| FEDERAL | STATE | LOCAL |
|---|---|---|
| 1. U.S.O.E. | 1. 10th amendment | 1. School boards |
| a. functions | 2. State constitution | a. size |
| b. organization | 3. State bd. of ed. | b. tenure |
| c. U.S. Com. | a. Com. on teach., lic. & cert. | c. selection |
| 2. Question of federal vs. local control | b. Gen. ed. com. | d. powers |
| 3. Education Com. of the States | c. State text-book com. | 2. School districts |
| 4. Nat'l Institute of Ed. (NIE) | 4. State Dept. of Pub. Instruction | 3. Attendance districts |
| | a. function | 4. Organization for instruction |
| | b. organization | a. different types |
| | c. school supt. | |

V. A. General understandings: Understanding of the legal aspects of education

B. Specific understandings:
1. Financing on federal, state and local levels
   a. Federal
      (1) origin of federal support of education
      (2) federal aid, laws of 1862, 1918, 1958, 1965
      (3) problems of federal aid
      (4) kinds of federal aid
         (1) categorical - general purpose - revenue sharing
   b. State
      (1) diversity of state support in U.S.
      (2) school financing in Indiana
      (3) equalization formula
   c. Local
      (1) local means of financing education
      (2) taxation: property and non-property taxes
      (3) borrowing: short and long term obligations
      (4) school budget
      (5) assessed valuation and tax levy limits
      (6) Priest vs. Serrano
2. Law, the courts and legal aspects of teaching
   -Teacher certification
   -Constitutional law, statutory law and common law
   -Burns statutes and IC 1971, Chapter 20
   -PL 162 and revision (Indiana)
   -The reasonable and prudent person
   -The reasonable and prudent teacher

-Negligence
-Proximate and intervening causes
-Tort liability
-Age and physical condition as a factor
-Civil rights of students - variability of interpretation in federal districts
-Change in perspective from education as a privilege to education as a right
-Teacher rights and militancy

VI. A. General understanding: Understanding of the role and function of school administration

B. Specific understanding:
-Legal bases for school administration
-School board
-Superintendent
-Principal
-Supervisors, department chairmen and coordinators
-Student
-Included under the six above:
-function
-philosophical perspectives
-responsibilities and rights
-Evaluation

VII. A. General understanding: Understanding of the role and function of the secondary school teacher

B. Specific understanding:
-Traditional role of the secondary teacher
-Changing role of the secondary teacher
-Futurism and the secondary teacher
-Self-renewal and the concept of "becoming"

VIII. A. General understanding: Understanding of the characteristics of the secondary school student

B. Specific understanding:
1. Junior high and middle school
-Adolescence and its ramifications
-Idealism and conflicts with self-awareness and self-centeredness
-Peer influence
-Fads
-Changing values
-Changing perspective of adults in relationship to struggle for independence
-Variations in growth and maturity
-Debate over earlier physical and social maturity and sophistication, i.e., middle school vs. junior high debate
-Sex differences at same age levels
-Responsibility
-Real awakening to opposite sex
2. High school students (senior high school)

-Greater career orientation
-Greater concern with relevance of classes to career perspective
-Indecisiveness related to career and ignorance of career opportunities
-Sex roles
-Values fairly well set
-Competition and cooperation
-Peer influences
-Adult rights with juvenile responsibilities
-Less group-oriented and more individual-oriented

IX. A. General understanding: Understanding of the secondary school curriculum and extra curriculum

B. Specific understanding: (Assumes earliest U.S. secondary school curriculum covered in development of American secondary school system)

1. Four major forces
   a. essentialists
   b. perennialists
   c. progressivists
   d. sputnik
   e. social reconstructionists
2. Special influences today
   a. alternative school movement
      -"open" concepts - two experiments
      -Philadelphia Parkway
      -John Adams - Portland, Oregon
   b. accountability - national assessment
   c. individualized and personalized instruction
   d. call to relevance and activity-based instruction
   e. technology, influence of deschooling society- Reimer and Illich
   f. influence of the curriculum reform movement
   g. futurism and the curriculum
   h. call for humaneness in the curriculum
3. Formulation of and evaluation of curriculum
4. Middle school, junior high and senior high: comparison and contrasts, philosophy, objectives, curriculum
5. Vocational and career education
6. Extra or co-curriculum - (including home room)
   a. evolution and intent
   b. philosophy
   c. types
   d. legal aspects and sponsorship
   e. student views and extent of participation
   f. academic and nonacademic (usually service) organizations
   g. When? During school day, before, or after
   h. extra pay issue

X. A. General understanding: Understanding of the role and function of guidance in secondary schools

B. Specific understandings:
1. Student records
-use
-confidentiality
-guidance counselor to help interpret contents
2. Function of guidance personnel
-when to seek their assistance
-how can they help?
-can they be over-used?
3. Testing program - psychometrist
4. Psychological services
5. College and vocational information
6. Guidance and discipline
7. Numbers of students - guidance personnel

XI. A. General understanding: Understanding of accrediting agencies and their impact for secondary schools

B. Specific understandings:
1. General standards
2. Flexibility and adaptability
3. Evaluation and evaluative criteria
-internal
-external
-teacher qualifications
4. Philosophy and objectives
5. Community
6. Facilities
7. Curriculum
8. Students and their needs
9. Extra curricular programs

## ATTITUDES

Teaching is a multi-faceted process, one that involves a highly complex set of skills whose mastery is fundamental to the success of teaching as a profession. First and foremost, teaching can be perceived as a craft having its own kind of skills and techniques. But teaching is more than skills, it is a mental set, a frame of mind, shaped by attitudes and feelings.

The importance of positive attitudes toward teaching, as well as one's personal makeup, is readily acknowledged. Attitudes refer to feelings, moods, and frames of reference that determine the kind of person one is. It is these positive attitudes that enhance a student's chances of succeeding as a teacher. In the undergraduate secondary education programs, students will be expected to display:

1. enthusiasm for living, teaching and youngsters
2. strong self-concept
3. respect for others
4. compassion
5. open-mindedness
6. courtesy
7. flexibility

8. receptivity to change
9. empathy
10. a strong sense of humor
11. a high toleration level
12. concern about building trust relationships
13. a sense of delight in teaching and learning
14. a stable personality
15. a view of teaching as a helping, service activity
16. a willingness to work cooperatively
17. positive feelings toward the community
18. a belief in the worth of his content area
19. a commitment to continuous professional growth
20. a belief in himself as a model of behavior

## Content Vs. Courses

It is the subject content which secondary education students are expected to master rather than courses taken which becomes the crucial consideration in reorganizing the undergraduate secondary teacher program. The secondary education team viewed their program as a unified one instead of an assortment of classes sequenced in a certain way. Identifiable skills, understandings and attitudes that make up the content for teacher preparation is perceived as vastly more important than course terminologies. It is recommended, however, that present course titles and numbers be continued and that secondary education students enroll in these courses as usual so that they appear in that manner on their transcripts. The major reason for this is that they are accepted statewide as well as nationally. Besides, they meet requirements for both certification and accreditation. An overview of where program content would fit in the conventional classes is illustrated below:

1. Skills (instructional and managerial)

   Part of S485 and P443 would consist respectively of general methods of teaching as well as teaching skills in testing, measuring and evaluating. All of the specialized methods classes will continue to focus on how to teach a certain subject matter area. In addition, M462 will stress teaching of reading to secondary students.

2. Understandings

   Basic understandings outlined earlier will be the concern of F100/P280, part of S485 and part of P443.

3. Attitudes

   Attitudes will receive attention in all professional education classes from F100/P280 through student teaching. Affective educational objectives will span the entire secondary teacher program. They will be integrated into all professional teacher education courses.

## Use of Faculty Resources

Provision should be made to permit greater flexibility of faculty time within the secondary teacher program. The work load of the secondary education faculty should be adjusted by the chairman of the Division of Education so that certain professors can team in teaching classes, share responsibility for certain content areas within the total program and secure credit for supervision of student field experiences each semester. For example, a faculty member could be given credit for a class for which he does all the work. On the other hand, if the team feels that he and another professor should be responsible for one-half of the work load in a three-credit-hour course, both professors should be credited with 1.5 credit hours of teaching time.

It is recommended that a work schedule for secondary faculty for the 1974-75 fall semester be arranged jointly between the chairman and secondary education team prior to June 1. Thereafter, prior to each semester, it is further recommended that the secondary education team be given the responsibility for determining the semester teaching schedule for team members subject to the approval of the divisional chairman.

## Field Experience Component

Moving teacher candidates into the public schools as early in their preparation as possible is the best way to bridge the gap between theory and practice. As they proceed through their teacher education program, secondary students will be given a continuous and gradually increasing responsibility to work with youngsters in the public schools. Field experiences will be required of all students during every semester in which they are enrolled in professional education classes until they do their student teaching.

Field experience centers will be identified as sites for student involvement in some aspect of teaching in the schools. These centers will provide students with a mix of public school experience in an inner city school, non-inner city school, traditional and innovative schools in Lake and Porter counties. Supervising students during the field experience throughout the program will be the responsibility of the entire secondary education team faculty. To maintain a continuing contact with students, each faculty-counselor to whom a specified number of students have been assigned upon entrance into the program will assume the obligation of supervising these students through their field experiences at all levels. Field experiences will range from helping with record-keeping and grading papers to tutoring students, working with small groups and assisting in the evaluation of students. In these field experience centers, opportunities will be provided for public school teachers to participate with the secondary education faculty team in determining the kind and frequency of field experiences for students assigned to them.

## Program Evaluation

Responsibility for evaluation of the undergraduate secondary teacher program rests with the secondary education faculty. Envisioned is an evaluation plan consisting of several phases. Evaluation of the program by students will take place after completion of their first year, second

year, and third year in the program. The instrument for program evaluation for each will be designed by the secondary education faculty in the fall of 1974. Many secondary education faculty members have already developed various evaluation forms. The best parts of these instruments will be used in addition to the contributions which emerge from evaluation planning in the fall. Concurrent with student evaluation, the secondary education faculty will review the program periodically in an effort to improve it. Along with student and faculty input relative to the program, data will be gathered from graduates of the program to determine whether program components prepared them to perform effectively on the job and whether program modifications are necessary. Again, the evaluation design for this purpose will be prepared in the fall.

## Professional Experience Route

In line with the philosophy of maintaining continuous contact with and providing on-going field experience for secondary education students at Indiana University Northwest, from their sophomore through senior years, the secondary education team proposes the following as a series of academic options to facilitate the implementation of such a program.

The student would, under normal circumstances, be required to follow one of the patterns presented. "Drop in" students, that is, students entering the Pre-Teacher Education Program in their junior year or later, will necessarily have to be handled differently and on an individual basis. The placement of these students within the program will be determined by their faculty counselors.

The Secondary Education Team recommends that the F100/P280 experience be extended over the entire sophomore year. It is also recommended that students be required to take professional education classes during each semester of the junior and senior years.

To initiate the program, one of the following two options could be offered and made available to students immediately.

| Junior Year | Semester I | Semester II |
|---|---|---|
| Option 1 | P443 (Psychological Measurement in the Schools) | S485 (Principles of Secondary Education) |
| Option 2 | S485 (Principles of Secondary Education) | P443 (Psychological Measurement in the School) |

| Senior Year | Semester I | Semester II |
|---|---|---|
| Option 1 | M462 (Methods of Teaching High School Reading) | Methods and M480 (Student Teaching) |
| Option 2 | Methods and M480 (Student Teaching) | M462 (Methods of Teaching High School Reading) |

Later, as enrollment in the Secondary Education program grows, additional options could be offered as follows:

| Junior Year | Semester I | Semester II |
|---|---|---|
| Option 3a | M462 | P443 |
| Option 3b | P443 | M462 |
| Option 4a | S485 | M462 |
| Option 4b | M462 | S485 |
| **Senior Year** | **Semester I** | **Semester II** |
| Option 3 | S485 | Methods and M480 |
| Option 4 | P443 | Methods and M480 |

S485 will offer some content in the area of general methods and consequently will precede the methods and student teaching in any option. It is also felt that the P443 course in psychological measurements and testing should precede methods and student teaching in all instances. This would seem to initially put a heavy burden of methods and student teaching in the second semester of the senior year. However, student teaching should be the culminating teacher education experience and other professional education classes should be preparatory to student teaching.

It is possible for someone, at the present time, to complete F100/P280 the first semester of their sophomore year and begin the sequence the second semester of their sophomore year. In this case, they would finish the sequence the first semester of their senior year adding more methods and student teaching during the semester.

To the extent that it is possible, English majors would be required to take the Reading Methods prior to student teaching and all students would be required to take (except for methods and student teaching) no more than one education course per semester.

The field experience component of each of the courses (P443, or M462 and S485) will be varied among area-types and levels of secondary schools so that each student will have the opportunity for junior high school, middle school and senior high school experiences, as well as inner city and suburban school experiences, prior to student teaching. The student field experience will progress from minimal responsibility and maximum direction to greater responsibility and less direction within the classroom. The amount of responsibility will not correlate directly with any of these three courses per se, but rather with the degree of experience the student has had in the progression of experiences.

It is possible that the "drop in" may need to take two of these courses concurrently, in which case the field experience will probably be in two different schools during the same semester. In no case can three education courses be taken concurrently and in no instance can any of these courses be taken in conjunction with the methods and student teaching. Ideally, there should be a maximum of three years of divisional and personal contact with all secondary education students, except the "drop-ins," prior to their recommendation for teacher certification. The

additional courses will be strongly recommended to students already in a Secondary Education Program but cannot be required until the new program is published and promulgated in the Bulletin.

Once the program is implemented the courses must be offered sequentially every semester regardless of enrollments (unless there are none enrolled) so that a student beginning a sequence can finish it.